

A New American History

FIRST ARTICLE

When the author turns from the question of the origin of institutions, and opens a field wherein there is no room for mere opinion or conjecture, The institutions of the two countries are before us and their differences are unmistakable. Instead of those of the United States being derived from England, Mr. Campbell does not hesitate to assert that while we have inherited the English constitution and the character of a monarch, we have scarcely any legal or political institution of importance which is of English origin, and but few which have come to us by the way of England. Nor need the author fear that any of his American readers will undervalue the space of institutions upon that character, which may be true, as it is Mr. Campbell's purpose to demonstrate that we did not invent our institutions, but at all events we have assimilated them and they suit us. It certainly will not be denied that the American institutions have been derived, they have been most powerfully factors in the evolution of American society.

These features make up the peculiarities of the American Federal system and differentiate it from other forms of government. Far from being derived from the so-called mother country, they were until recent years unfamiliar and unintelligible to Englishmen. Even now comparatively well-informed men as Mr. Gladstone thought that the Federal Constitution was struck off in 1787 by the brains of a few men who formed the Philadelphia Convention. All well-informed Americans, on the other hand, are conversant with the fact that the first

If we turn from the facilities for primary instruction to those for intermediate and higher education, the contrast between America and England is even more marked. The latter country affords no free intermediate or higher education. France and Germany have been long assisted by the State, but America is the only country where the principle is fully recognized that every person is entitled to receive a thorough and complete education at the public charge. In the United States there are 3,350 schools higher than those for primary instruction. Twenty-eight States have established State universities and colleges and offer a free class and scientific college education to all citizens. It is not true of this country, as of England, that the higher education is restricted to the few.

The third peculiar institution in America reviewed by Mr. Campbell is that of local self-government. Amazing as is the contrast between the United States and England in this particular, it is little known that the latter country until it was brought to the front in the agitation of the home-rule question, had

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Leaving finally the great institutions which

II.

The next step taken by Mr. Gomme is to examine the points of contact between these examples of conflict between Hindu civilization and savagery and the history of demonism and witchcraft in the Western world. The demonism of savagery is parallel to the witchcraft

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for Publication and Sale.

Figure 1. Schematic diagram of the experimental setup. The subject is seated in a chair, viewing a video screen. The video screen displays a target (a red dot) and a starting point (a black dot). The subject's hand is positioned at the starting point. The video screen is connected to a computer system. The computer system controls the video screen and the starting point.

From the *Indianapolis Sentinel*.
 INDIANAPOLIS, June 1.—Hougen Green's first township has a watermelon festival which during the month of May, Jan. 1, daily supplies the family and surrounding neighbors with water that favors strawberry lemonade. During the remaining months the water returns to its natural taste.